

WOODRUFF ELEMENTARY

915 Cross Anchor Highway
Woodruff, SC 29388

GRADES 3-5 Elementary School

ENROLLMENT 706 Students

PRINCIPAL John L. Cannon 864-476-3123

SUPERINTENDENT Dr. W. Rallie Liston 864-476-3186

BOARD CHAIR Mr. Milton Smith 864-476-3186

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
14	65	8	1	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Good	Good	N/A
2003	Good	Unsatisfactory	No
2004	Good	Below Average	No

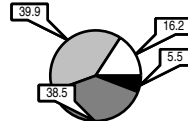
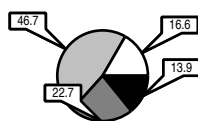
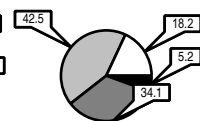
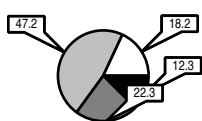
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

62.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms****Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Below Basic

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	707	99.9	18.1	42.5	34.1	5.2	52.1	Yes	Yes
Gender									
Male	352	100.0	23.0	45.3	27.8	3.9	43.8		
Female	354	99.7	13.4	39.8	40.4	6.5	60.2		
Racial/Ethnic Group									
White	532	99.8	15.3	42.0	36.5	6.3	56.3	Yes	Yes
African-American	153	100.0	27.9	45.7	25.0	1.4	36.4	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	20	100.0	23.5	29.4	41.2	5.9	58.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	629	100.0	15.6	42.6	35.9	5.9	55.7		
Disabled	78	98.7	38.9	41.7	19.4	0.0	22.2	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	707	99.9	18.1	42.5	34.1	5.2	52.1		
English Proficiency									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	700	99.9	17.6	42.8	34.3	5.3	52.4		
Socio-Economic Status									
Subsidized meals	340	99.7	24.2	45.0	27.7	3.1	40.3	Yes	Yes
Full-pay meals	365	100.0	12.6	40.3	40.0	7.1	62.9		

Mathematics - State Performance Objective = 15.5%									
All Students	707	99.9	18.1	47.3	22.3	12.3	50.9	Yes	Yes
Gender									
Male	352	100.0	20.2	43.5	27.8	8.5	49.8		
Female	354	99.7	16.0	51.0	16.9	16.0	51.9		
Racial/Ethnic Group									
White	532	99.8	14.3	47.1	25.3	13.3	55.5	Yes	Yes
African-American	153	100.0	32.1	50.0	10.7	7.1	32.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	20	100.0	17.6	35.3	23.5	23.5	64.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	629	100.0	13.4	48.5	24.5	13.6	55.4		
Disabled	78	98.7	56.9	37.5	4.2	1.4	13.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	707	99.9	18.1	47.3	22.3	12.3	50.9		
English Proficiency									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	700	99.9	17.8	47.4	22.4	12.3	51.2		
Socio-Economic Status									
Subsidized meals	340	99.7	25.8	49.4	17.0	7.9	41.2	Yes	Yes
Full-pay meals	365	100.0	11.1	45.4	27.1	16.3	59.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	225	98.2	15.5	31.1	47.1	6.3	53.4
	Grade 4	251	99.6	27.7	43.7	26.5	2.1	28.6
	Grade 5	268	99.3	29.8	45.6	23.4	1.2	24.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	237	100.0	18.7	31.5	39.6	10.2	49.8
	Grade 4	229	100.0	14.0	46.9	36.4	2.6	39.0
	Grade 5	241	99.6	22.8	53.6	21.5	2.1	23.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	225	99.6	19.0	51.4	21.9	7.6	29.5
	Grade 4	251	100.0	17.6	45.4	24.8	12.2	37.0
	Grade 5	268	100.0	20.9	49.8	23.7	5.5	29.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	237	100.0	18.7	53.6	20.4	7.2	27.7
	Grade 4	229	100.0	15.8	43.4	25.0	15.8	40.8
	Grade 5	241	99.6	20.7	46.8	19.4	13.1	32.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 706)				
First graders who attended full-day kindergarten	N/R	N/C	100.0%	100.0%
Retention rate	1.6%	Down from 3.1%	2.5%	2.7%
Attendance rate	96.6%	Up from 96.4%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.3%		3.4%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.8%		2.6%	3.5%
Eligible for gifted and talented	6.4%	Down from 10.1%	20.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.6%	Up from 6.6%	8.0%	8.2%
Older than usual for grade	2.1%	Down from 2.2%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%

Teachers (n= 41)				
Teachers with advanced degrees	65.9%	Up from 63.4%	54.1%	51.4%
Continuing contract teachers	85.4%	Up from 82.9%	90.5%	87.5%
Highly qualified teachers**	94.6%	N/A	95.7%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	91.2%	Up from 88.9%	89.4%	86.7%
Teacher attendance rate	93.6%	Down from 94.8%	95.1%	94.9%
Average teacher salary	\$43,244	Up 2.4%	\$41,288	\$40,760
Prof. development days/teacher	15.1 days	Up from 7.7 days	11.6 days	12.4 days

School				
Principal's years at school	29.0	Up from 28.0	5.0	4.0
Student-teacher ratio in core subjects	23.9 to 1	Up from 22.5 to 1	20.1 to 1	18.9 to 1
Prime instructional time	89.0%	Down from 90.6%	90.4%	90.0%
Dollars spent per pupil*	\$5,109	Down 3.4%	\$5,706	\$6,044
Percent of expenditures for teacher salaries*	45.8%	Down from 60.5%	65.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	97.2%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Woodruff Elementary School embraced the community by becoming a "Community of Learners" this year. The belief that fueled this on-going three-year theme is that everyone at Woodruff Elementary School is a learner, relying on one another and our surrounding community to grow, learn, and discover the world around us. This theme provided a framework for various activities including: a kick-off celebration, the creation of classroom communities, community leaders look-alike contests, community leaders as readers days, five parents' nights focusing on reading, writing, mathematics, science, and social studies, a Community of Readers mid-year snack and video party, and an end of the year Reading Celebration Dance. Student readers contributed to meeting the school's reading goal by reading over five million pages.

Students at Woodruff Elementary experienced expanded technology with a new computer learning lab complete with an LCD projector, continued with South Carolina Watershed Commission Activities, and participated in reading, writing, and history tournaments and contests. Programs were presented by the MUSE Machine, Ronald McDonald Reading program, Palmetto Pride, and Primary Focus Character Education. Students were involved in a number of field trips, including a three-day trip to Barrier Island, and hosted numerous speakers from the community. Students had the opportunity to participate in many extra-curricular activities including band, Study Buddies, WES News Crew, Student Council, Flag Team, School Beautification Team, and Safety Patrol.

The administration, faculty, and staff continue to be dedicated to providing students with the best possible education by learning, growing, and sharing as professional educators. Aside from the weekly research and planning meetings, faculty members were involved in course work, conferences, workshops, grant writing, and research projects in an effort to never stop learning. Four Woodruff Elementary School teachers received South Carolina International Reading Association Grants and one was awarded a National Board Certification.

Principal
John L. Cannon

School Improvement Committee Chairman
Robyn Prince

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	41	217	131
Percent satisfied with learning environment	95.1%	87.9%	81.7%
Percent satisfied with social and physical environment	100.0%	87.0%	83.8%
Percent satisfied with home-school relations	77.5%	86.4%	66.4%

*Only students at the highest elementary school grade level at this school and their parents were included.